

Greenfields

Community Primary School,
Nursery & Pre-School



Special Educational Needs & Disabilities Policy

February 2020

Special Educational Needs & Disabilities Policy



INTRODUCTION

This policy is written in line with the statutory requirements laid out in the SEND Code of Practice 0 -25 (June 2014) and with reference to:

- SEND Code of Practice 0 -25 (June 2014)
- The Children and Families Act 2014 (part 3)
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Personal Budgets & Direct Payments) Regulations, Section 49
- Equality Act 2010; advice for schools DfE Feb 2013
- Working Together to Safeguard Children (2015)
- Statutory Guidance for Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Relevant school policies

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RATIONALE

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. This right extends to every pupil of the school, whether or not they have a Special Educational Need and/or Disability (SEND). The school aims to provide a caring learning environment, rich in stimulation, which meets the needs of all pupils and fosters their academic, emotional and physical development, in order that each child reaches their potential.

In line with the SEND Code of Practice, at Greenfields we ensure that children and parents/carers are involved in discussions and decisions about the individual support given to their child and the provision that is offered. We take steps to ensure that our children and their families are actively supported in contributing to assessments and developing and reviewing education health and care (EHC) plans. At Greenfields, we see it of the utmost importance that children and their families get the chance to express their views, wishes and feelings, and to be part of any decision-making process.

AIMS

- To support all children to develop their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- To identify any difficulties, as early as possible, in order to support children with their physical, social, emotional or intellectual development.
- To ensure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- To involve parents/carers in a partnership of support.
- To work with, and in support of, outside agencies when a pupil's needs cannot be met by the school alone.
- To monitor and evaluate children's progress, providing the appropriate information and records as part of this process.
- To fully embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.

- To work within the guidance provided in the SEND Code of Practice and pay due regard to all legislation related to SEN and Disabilities
- To deploy a Special Educational Needs Co-ordinator (SENCo) who will be a member of the school's senior management team, to act as a 'champion' for children with special educational needs and/or disabilities in school
- To ensure that young people and their parents understand the terms used in meetings and reviews, rather than using professional jargon
- As part of a EHC review or as part of a statutory assessment request our aim is to:
 - highlight the child's strengths and capacities
 - enable the child, and those who know them best, to say what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families
 - bring together relevant professionals to discuss and agree together the overall approach the team around the family are seeking
 - to deliver an outcomes-focused and co-ordinated plan for the child and their family

IDENTIFICATION OF SEND (Special Educational Needs and/or Disability)

The Code of Practice (2014) identifies a pupil as having SEND *if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:*

- (a) *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

The Equality Act 2010 identifies a person as having a disability if *the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.*

The Code of Practice (2014) identifies four broad areas of SEND:

- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.
- **Cognition and learning:** Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or physical needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

These four broad areas give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Greenfields, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs.

We recognise that other factors may impact upon progress and attainment in school, but are not in themselves a special educational need, e.g. behaviour issues will not be identified as SEND but will, rather, be described as an underlying response to a previously listed need. Other factors include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all schools under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being eligible for Pupil Premium funding
- Being a Looked After Child
- Being a child of service personnel

A GRADUATED APPROACH TO SEN SUPPORT

The arrangements for supporting pupils with SEND follows a graduated approach, as detailed in appendix 1.

High Quality Teaching:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Most children have their needs met within class through high quality teaching. Pupil’s progress and achievement is monitored and any pupil not making expected progress is given further targeted support as part of high quality teaching.

The SENCo analyses pupil assessments at least termly, looking at previous progress and attainment and comparisons with peers and national data. Examples of data that is analysed includes:

- Attainment of year group Key Performance Indicators
- Performance in national assessments (e.g. SATs end of year Key Stage assessments)
- In class assessment information
- Termly reading, spelling and maths standardised tests

Any pupils who fall significantly outside of the range of expected academic achievement are monitored by their class teacher, Headteacher and the SENCo. The child’s class teacher takes steps to provide differentiated learning opportunities to aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Advice and support, with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective provision is provided by the SENCo.

A pupil that has been identified, by school or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, is placed on the SEN register under ‘SEN Support.’ Parents/carers are formally advised of this; they are also informed of the provision being made for their child. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

SEN Support:

The support provided for pupils on the SEN register consists of a four-part process - **Assess, Plan, Do, Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

Once a child is placed on the SEN register, a 'profile' is created by the SENCo, gathering information from the pupil, school staff and parents/carers to establish how best to support the child. The SENCo considers how each pupil needs to be supported on three levels:

- **High Quality Teaching** – This is the foundation of all teaching, assessment and intervention for all pupils.
- **Additional school Intervention and Support** – building on high quality teaching, input and advice is sought from professionals for individual assessments and interventions.
- **High Needs** – for pupils with more complex or enduring needs, whose effective access to the curriculum and learning require highly personalised advice and support.

For higher levels of need we draw on specialised assessments from external agencies and professionals, including specialist teachers, health professionals (e.g. Occupational Therapists, Physiotherapists, Paediatricians, Speech and Language therapists), CAMHS, Social care, Educational Psychologists and Counsellors, in accordance with their referral criteria. Parents/carers are consulted about any outside agency intervention.

Plan:

Planning meetings are held, where possible, with the child, their parents/carers, the teacher, Teaching Assistant(s), the SENCo and where appropriate any external agencies involved, to agree the outcomes, interventions and support required and a clear date for review.

An individual education plan, known as an IEP is then produced, identifying SMART targets and provision that help to achieve the desired outcomes stated in the plan. If a child is struggling in one of the four main areas of SEND, but doesn't need specific SMART targets, the child is given a provision map. A provision map is broken up into the four main areas of need and examples of good practice are noted in each. When a teacher or TA has tried one of the suggested examples, they highlight it and review the effectiveness of this practice. If no improvement is seen after two terms, an IEP is implemented.

Parents/carers and all those working with the pupil are given a copy of the child's plan so that they are aware of the child's individual needs, the support that is being provided, any particular teaching strategies being employed and the outcomes that are being sought.

Do:

The Teachers' Standards make it clear that teachers are responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. Therefore, the class teacher remains responsible for working with the child on a day-to-day basis and for the progress of all pupils in their class, including pupils with SEND. They retain responsibility even if the interventions involve group or one-to-one teaching away from the main class teacher. The class teacher holds the responsibility for evidencing progress according to the outcomes described in a child's plan. They work closely with TAs to plan and assess the impact of support and interventions linked with classroom teaching. Support with further assessment of the pupil's needs and advice about implementation of effective support is provided by the SENCo.

Review:

Reviews of pupils' progress are made at least termly. The review process evaluates the child's progress, looking at the impact and quality of the support and interventions provided so that any modifications to their provision or desired outcomes can be made.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, activity, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing where appropriate. For example, we update the support staff timetable every half term, to ensure that all of our SEND children are receiving the support they are entitled to and the support that they need.
- Using recommended aids suggested by outside agencies, such as iPads and specific programmes, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and methods, reading instructions aloud, ensuring that the activity children are asked to do matches their learning style and specific need.

Additional support for learning

We have 14 teaching assistants who are trained to deliver interventions such as NELI, BLAST, ABRA and vocabulary. Our level 2 and 3 Teaching Assistant time is allocated, according to the level of SEND need within a year group.

Teaching Assistants support pupils on a 1:1 basis when they have an EHCP that details allocated hours. If we feel a child requires more support than is stated on their EHCP we also provide this, as the child's needs are our main priority.

Teaching Assistants support pupils in small groups when they need support within the classroom environment to access an activity. This also happens when SEND children are part of group interventions that have been designed to meet their specific need.

We work with the following agencies to provide support for pupils with SEN:

- Language and Communication Team
- Speech and Language Therapy Team
- CAMHS/CYPS
- Occupational Health Team
- Dyslexia Team
- Educational Psychology Team
- Sensory Support Service

We also have two fully trained THRIVE practitioners in school. THRIVE promotes the improvement of emotional, mental and social development of pupils, including those with SEND. It gives children an opportunity to talk and also to be listened to.

REFERRAL FOR AN EDUCATION, HEALTH & CARE PLAN (EHCP)

Some children may require a statutory assessment to support their needs, this is usually requested by the school, but can be requested by a parent/carer. This may result in an Education, Health and Care Plan (EHCP). Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets. A decision will be made by the Local Authority about whether or not the child is eligible for an EHCP. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once an EHCP has been completed and agreed, it is kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil at an Annual Review. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

THE SEN REGISTER

When a child is identified as having special educational needs and they have been placed on the school's register, their needs are regularly reviewed and the impact of any intervention work is monitored. The class teacher and/or the SENCo meets with parents/carers to discuss progress and make decisions about next steps.

If it is identified, through the review process, that a pupil has made accelerated progress and they are now considered 'on track' against end of year expectations or are working broadly in line with their peers, they may be removed from the SEN register.

Parents/carers are informed of this decision and these pupils are closely monitored to ensure that progress remains in line with age related expectations.

SUPPORTING PUPILS AND FAMILIES

The Local Authority Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents/carers, its aims are to:

- Give information about education, health and care services.
- Give information about leisure activities and support groups.
- Make it easier for parents/carers to find out what they need to know.
- Help families to be less dependent on word of mouth.
- Help families find the nearest and most suitable services.
- Help families to provide feedback about what is needed or raise concerns.

The North Tyneside Local Offer can be accessed at:

my.northtyneside.gov.uk/category/492/local-offer-special-educational-needs-and-disability-send

The Newcastle City Council Local Offer can be accessed at:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/home.page>

The Northumberland County Council Local Offer can be accessed at:

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

Individual schools have a statutory requirement to provide a SEN Information Report, giving more detailed information (than the Local Offer) about their arrangements for identifying, assessing and making provision for pupils with SEN. The Greenfields' SEN Information Report can be found on our school website:

www.greenfieldsprimary.co.uk/support-for-s-e-n-d

ADMISSION ARRANGEMENTS

We aim to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school. Our school admission arrangements and our admissions policy can be found on the school website: www.greenfieldsprimary.co.uk/admissions

TRANSITION ARRANGEMENTS

Transition arrangements for transfer from other pre-schools/nursery schools:

- Staff undertake home visits for all children. Where a child already has identified special educational needs, staff also visit the child in their pre-school setting.
- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register at Greenfields.
- All children with SEND are invited to visit the Early Years classrooms on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.

Transition plan arrangements for transfer from class to class:

- Prior to the start of a new academic year, the SENCo informs teachers and their TAs about the SEN children in the class and provide them with any information about the child, including their plan and profile.
- Relevant training is arranged for the teacher and/or TA.

Transition plan arrangements for transfer from Greenfields to another primary school or secondary school:

- Where children are transferring to Secondary School, the SENCo contacts the SENCos of each secondary school to transfer SEND information.
- All SEND school records are passed on to the secondary school, or any other school the child may transfer to, regardless if the child has been removed from the register.
- Parents/carers of children who have a statement or EHCP are invited to discuss transitional provision with the potential secondary school at their Review Meeting.
- Pupils in Year 6 with SEND are supported to attend additional transition visits to their secondary school to ensure a smooth transition.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Greenfields is fully committed to supporting children with medical conditions and to ensuring that they have full access to education, including school trips and physical education. We follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has special educational needs, their provision is planned and delivered in a co-ordinated way with their healthcare plan. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. In all cases, staff follow the school's policy on managing medical needs.

TRAINING & RESOURCES

Support for pupils with SEND is primarily funded by the school budget, with some additional funding from the Local Authority for children with a Statement/EHCP. In the case of a child with SEND being eligible for free school meals, Pupil Premium funding may also be utilised.

The SENCo is a qualified teacher; he attends regular up-date meetings and relevant courses run by the Local Authority relating to the needs of pupils within the school. He also attends termly SENCo cluster meetings covering a range of SEN topics.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training is identified through appraisals, action plans and the School Improvement Plan.

Regular opportunity is given to Teaching Assistants and the SENCo to attend courses on relevant SEND topics and give feedback at meetings run by the SENCo. Training needs are also supported through peer mentoring, modelling, observation, working with outside agencies and staff meetings. Further information on the types of courses and qualifications our teaching assistants have can be found in Greenfields' SEND Information Report:

www.greenfieldsprimary.co.uk/support-for-s-e-n-d

All teachers and support staff undertake induction on taking up a post and this includes an explanation of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Newly qualified teachers are offered additional support through the Local Authority NQT network and in school training from the SENCo.

ROLES & RESPONSIBILITIES

The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring pupil assessment data at least termly.
- Reporting regularly to the Headteacher about SEND provision and issues.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers and Teaching Assistants.
- Overseeing the records of all children with special educational needs.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's educational psychology service, health services, social services and voluntary bodies.
- Chairing Annual Review meetings
- Attending courses to keep skills and knowledge up to date.
- Overseeing interventions to be used in school.
- Writing and updating the SEND policy and the SEND action plan annually.
- Writing and updating the SEND Information Report as needed and at least annually.
- Liaising with the nominated SEND governor termly

The role of the Governing Board:

- Do its best to ensure that all pupils with special educational needs and/or disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents/carers are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents/carers; and review that policy on a regular basis.
- Ensure that the SEND Code of Practice is followed.
- Nominate a SEND governor to meet the SENCo on a termly basis, to gain information about the provision made for pupils with SEND, to monitor the implementation of the SEND policy and to report back to the Governing Board on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents/carers of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The key responsibilities of the Headteacher include:

- Involvement with parents/carers as partners in the learning process.
- Liaising regularly with the SENCo.
- Liaising with the LA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keeping the Governing Board well informed about SEND within the school.
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that strategies encourage involvement in their child's education.
- Ensuring the SENCo receives training and induction in their role
- Giving the SENCo sufficient time and resources to fulfil their role and responsibilities
- Dealing with queries or complaints from parents/carers.

Other roles and responsibilities:

The **Teaching Assistants (TAs)** work under the guidance of the Class Teacher, SENCo and external agencies to support the education of pupils who need particular help to overcome barriers to learning.

The **Designated Safeguarding Lead** is the Headteacher. The Deputy Headteacher and the Assistant Headteacher are both **Deputy Designated Safeguarding Leads**.

The staff responsible for managing the schools' responsibility for **supporting pupils with medical conditions** are the SENCo and the School Business Manager.

The member of staff responsible for managing **Pupil Premium funding and funding for Looked After Children (LAC)** is the Deputy Headteacher.

STORING & MANAGING INFORMATION

All confidential files relating to the Special Educational Needs of individuals are kept securely in the Headteacher's office, or electronically, on a secure part of the school server. Day to day formative and summative assessment information is kept by the class teacher. Documents are stored until a child changes school; all documentation relating to special educational needs and/or disabilities is managed in line with Data Protection guidelines.

ACCESSIBILITY

At Greenfields, we are committed to taking every reasonable action to ensure that all aspects of school life are accessible to all children. Our Accessibility policy and plan provide full details of current provision and planned actions.

Examples of some of the ways we have increased and promoted access to the school curriculum and the wider curriculum are:

- Purchase of ICT software and resources to support teaching and learning
- Deployment of Teaching Assistants according to pupil need
- Support for pupils to access school activities, visits and extra-curricular activities
- Use of visual timetables and symbols to help children make choices when needed
- Disabled toilet facilities

DEALING WITH COMPLAINTS

At Greenfields, we encourage parents/carers to get in touch if they have any concerns about their child's learning or are unhappy with the special educational provision that their child is receiving. We encourage parents/carers to share their concerns early, so that they do not become a problem; we cannot resolve concerns if we do not know about them.

In the first instance, we make every effort to resolve concerns by meeting with the parent/carer to discuss their concerns in detail and by agreeing a way forward to address the issue. If the issue cannot be resolved through these discussions, then the school's Complaints Policy should be followed. A copy of this policy is available on the school's website: www.greenfieldsprimary.co.uk/policies

BULLYING

Research has shown that children with special educational needs and/or disabilities are more vulnerable to bullying and safeguarding concerns than others in their peer group and staff at Greenfields are aware of this.

At all times our aim is to safeguard the needs of all pupils, especially those with SEND. At the heart of our behaviour policy is the belief that all children at Greenfields are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our behaviour policy can be found on our website: www.greenfieldsprimary.co.uk/behaviour

DISABILITY EQUALITY IMPACT ASSESSMENT

This policy has been written with reference to and in consideration of the school's Single Equality Scheme. Assessment include consideration of issues identified by the involvement of disabled children, staff and parents/carers and any information that the school holds on disabled children, staff and parents/carers.

MONITORING & EVALUATING OF SEND OUTCOMES

The quality of teaching for all children, including SEND provision, is regularly reviewed through quality assurance activities undertaken by school leaders. Pupil outcomes are monitored through the analysis of data collected half-termly. Feedback from all parents/carers is sought at termly parent/carer consultations and additionally at review meetings for children with special educational needs and/or disabilities. Greenfields has named governors with responsibility for overseeing SEND provision in school and the SENCo meets with the SEND Governor on a termly basis to discuss SEND provision. The school's provision is also monitored through the annual update of the school's SEN Information Report.

POLICY MONITORING & REVIEW:

The Governing Board monitors the impact of this policy through the annual SEN report and it also evaluates the impact of the school's SEND provision through checking the achievement of those children on the SEN register.

This Special Educational Needs & Disabilities policy will be reviewed annually, or sooner if new legislation relating to SEND provision in schools comes into force.

The next scheduled review is **February 2021**.



Appendix 1:

Greenfields Community Primary School

GRADUATED APPROACH TO ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS